DOCUMENT RESUME

ED 140 207 CG 011 814

AUTHOR Fielding, Joyce; Fielding, Marvin R.
TITLE Planning Pre-Employment Programs. Conducting Job Development Programs, Job Placement Programs, Follow-Up and Follow-Through Programs. Coordinator's Guide.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
NOTE 98p.; For Participant's Workbook, see CG 011 815-818

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Planning; Coordinators; *Followup Studies; Guidance Personnel; Inservice Education; *Job Placement; *Job Search Methods; Learning Modules; *Occupational Guidance; *Program Planning; *Student Placement; Workshops

ABSTRACT

This coordinator's guide is designed to assist in leading a workshop covering four competency based modules in Job Placement, Follow-Up and Follow-Through. The purpose of the modules is to help the placement coordinators plan, implement, and evaluate a program of job placement services in a school setting. The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. Each module should take approximately six to seven hours of instructional time. They are planned for group presentation and require a workshop coordinator with some previous experience in the field of job placement to lead the group. A ratio of 21-27 participants to one workshop coordinator is suggested. This guide will provide an overview of the role of the workshop coordinator; suggestions for performing workshop functions; lists of materials required; an overview of module activities; methods of assessing participant achievements of module goals; and suggestions for wrapping up the workshop. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140207

Career Guidance
Staff Development

COORDINATOR'S GUIDE

Planning
Pre-Employment Programs
Conducting
Job Development Programs
Job Placement Programs
Follow-Up and Follow-Through Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Joyce Fielding
and
Marvin Fielding

CG 011 814

National Consortium on
Competency-Based Staff Development

COORDINATOR'S GUIDE

Module 1 –

PLANNING PRE-EMPLOYMENT PROGRAMS

Module 2 –

CONDUCTING JOB DEVELOPMENT PROGRAMS

Module 3 –

CONDUCTING JOB PLACEMENT PROGRAMS

Module 4 –

CONDUCTING FOLLOW-UP AND FOLLOW-THROUGH PROGRAMS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

TABLE OF CONTENTS

Introduction 5

Workshop Coordinator's Role 9

Workshop Coordinator's Functions "Housekeeping Details" 13

Materials List 17

Introduction to The Modules 71

Overview of Module Activities 72

- Module 1 - Planning Pre-Employment Programs 72
- Module 2 - Conducting Job Development Programs 76
- Module 3 - Conducting Job Placement Programs 80
- Module 4 - Conducting Follow-up and Follow-through Programs . . . 83

List of Products and Keys to Assessment Items 89

References 101

JOB PLACEMENT, FOLLOW-UP and FOLLOW-THROUGH

This coordinator's guide is designed to assist you in leading a workshop covering four competency based modules in Job Placement, Follow-Up and Follow-Through. The purpose of the modules is to help the placement coordinators plan, implement, and evaluate a program of job placement services in a school setting.

The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. Each module should take approximately six to seven hours of instructional time. They are planned for group presentation and require a workshop coordinator with some previous experience in the field of job placement to lead the group. A ratio of 21-27 participants to one workshop coordinator is suggested.

This guide will provide an overview of the role of the workshop coordinator; suggestions for performing workshop functions; lists of materials required; an overview of module activities; methods of assessing participant achievements of module goals; and suggestions for wrapping up the workshop. You should study the guide carefully in advance of the workshop so that you will have adequate lead time to secure any required materials or to arrange for substitutions if that is desired.

Workshop Coordinator's Role

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around and have fun. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down ask some leading questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module-winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times as listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasiness, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the activities which are part of the assessment and in the application. In general, maintain the quality level of the workshop.

Workshop Coordinator's Functions
"Housekeeping Details"

Taking care of housekeeping details in advance of the workshop will contribute much to making it a successful one. You will be free to concentrate on your role as leader and facilitator if everything is well organized and functioning smoothly.

The following housekeeping details may not apply to all situations or they may need to be assigned to someone else to perform, but some attention should be paid to them in advance of the time the workshop is scheduled to begin.

Facilities: Depending upon the number of participants scheduled for the workshop, a room large enough to accommodate all participants comfortably and with sufficient space to allow breaking into four or five smaller discussion groups is required. If possible, an adjacent room should be reserved for coffee and/or refreshment breaks. If tables are to be used rather than tablet arm chairs, you might want to consider spacing them far enough apart so they can serve as centers for the small group work.

Check out such things as electrical outlets for audio visual aids (will an extension cord be needed?) and controls for lights, room temperature, and availability of a chalkboard.

Registering Participants: If the workshop is to be offered for credit, find out what is required for registration. A list of names and addresses of all participants is a welcome handout to have at this time. Room assignments, if appropriate, may be included.

Name tags for participants should be typed in advance, if possible; and if they can be obtained, the celluloid pin-on ones are preferred. Since the module activities require breaking into groups frequently, one easy way to do this is by coding the name tags as follows:

Red Tags	Yellow Tags	Blue Tags
A X 1 _____	A Z 4 _____	A Y 3 _____
B X 2 _____	B Z 1 _____	B Y 4 _____
C X 3 _____	C X 2 _____	C Z 1 _____
A Y 4 _____	A X 3 _____	A Z 2 _____
B Y 1 _____	B X 4 _____	B X 3 _____
C Y 2 _____	C Y 1 _____	C Y 4 _____
A Z 3 _____	B Y 2 _____	C Z 1 _____

Then you can break into three groups by such combinations as:

	Group 1	Group 2	Group 3
(1)	all reds;	all yellows;	all blues
(2)	all A's ;	all B's;	all C's
(3)	all X's;	all Y's;	all Z's

and into groups of four by the number code. It is probably best to keep the same group together for the entire module, then use a different sorting for the next module. This allows some continuity, but will also shift people around enough to keep the groups interesting.

Plan an Agenda: Although the module outline gives approximate times for completion you need to work out an agenda which includes starting times, breaks, lunch hours and quitting time. If resource materials will be available, time to brouse through these might be indicated. Stick to the agenda as closely as possible. People get very restless when you start cutting into their "free" time. Have sufficient copies of the agenda to distribute, and if you can, mail it to participants in advance.

Duplicate Handouts. Review the sections of this guide which show what activity pages are to be duplicated, if participants are not to write in the module workbooks. Duplicate a set for each participant along with some extra copies in case they are needed.

Other Handouts: Review the materials section of this guide for suggested "handout" materials. If you have a materials budget and can buy some additional resource materials, get them ordered well in advance. Collect whatever "freebies" you are going to use. Put a package together for each participant .

Materials List

The following materials are needed to complete the module activities. In many instances, substitutions can be made if the suggested material is not available. For convenience in duplicating, the activity pages needed for handouts are included in this section of the guide and are marked with an asterisk. Complete annotations may be found in the reference section for other materials. Materials are listed as needed by activities.

MODULE 1 -

Introductory Activity
- * Job List Chart
- * Job Seeking Problems of Youth

Activity 1
- * Delivering Pre-Employment Services

Activity 2
- * Implementation Planning Guides (3)

Activity 3

make up three "sets" of materials of at least four sources
- Classified Help Wanted Ads - from Metropolitan papers
- Telephone Directories
- Chamber of Commerce membership lists
- Professional and/or trade journals
- Manufacturers Directories
- College Placement Annual
- * Job Search Employer List
- * Employer Fact Sheet
- * Implementation Planning Guides (2)

Activity 4

any media presentation on writing letters of application, preparing resumes, or filling out applications may be substituted
- Slide-Tape presentation "Applying For a Job"
- Films: "Jobs and Interviews - Getting Started" and "Your Job - Applying For It"

you will need seven "sets" of materials which contain 3 sources of printed materials for teaching the writing of applications, preparing resumes, and/or filling out job applications
- (NVGA) How to Complete Job Applications
- (Southwestern) How to Get a Job
- The Job Game
- Personal Resume Preparation
- Why and How to Prepare an Effective Job Resume
- Brochures from Employment Security
- Brochures from placement programs

MODULE 1 -		
Activity 4 cont'd	*	Materials Critique Form
	*	Implementation Planning Guides (2)
Activity 5		Slide-Tape presentation "Looking For a Job?"
any media presentation on How to Interview may be substituted with some change in the activity introduction	*	Interview Critique
	*	Implementation Planning Guide
Postassessment	*	Postassessment Form
MODULE 2 -		
Activity 2		Bell Telephone film, "I Rather Like You, Mr. Bell."
Activity 3	*	Job Order Forms (2)
		Cassette Tape - Job Order
	*	Job Order Form (1)+
Activity 4	*	Information Management
Activity 5	*	Information Flow Chart (2)
Postassessment	*	Postassessment Form
Activity 6	*	Program Plan Chart
MODULE 3 -		
Activity 1	*	Job Placement Activities Checklist
Activity 2	*	Compliance Procedural Form
	*	Compliance Procedural Checklist
Activity 3	*	Information Management
Activity 4	*	Information Flow (2)
Activity 5	*	Critical Incidents Answer Sheet
Postassessment	*	Postassessment Form
Activity 6	*	Program Plan Chart
MODULE 4 -		
Activity 2	*	Analysis Form
	*	Example Answer Sheet
Activity 3	*	Item Evaluation
Activity 4	*	Plan for Using Follow-Up
Postassessment	*	Postassessment Form

+An answer key for this activity also must be duplicated and may be found in the "List of Products and Keys to Assessment Items" section.

MODULE 4 - cont'd

Activity 5	*	Interpreting Follow-Up Information
Activity 7	*	Program Plan Chart

AUDIO VISUAL equipment appropriate for the media you have selected, screen if needed.

MATERIALS TO BE DUPLICATED

JOB LIST CHARTS

Job Title	How Obtained

Job Title	Reason for Dissatisfaction

JOB-SEEKING PROBLEMS OF YOUTH

Needed Information:	Needed Skills:
May not have had an opportunity to observe someone doing a job they might be interested in-need occupational information.	*Never held a job so have not developed a good "work personality".*

DELIVERING PRE-EMPLOYMENT SERVICES

Method of Delivery _____

ADVANTAGES	DISADVANTAGES

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: *Work Habits and Attitudes* Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	Time Schedule* out-of-class
Good grooming	*Select one student each month for award*	*Make up a poster. Use polaroid photo*	*In regular classroom*	*Classroom instructor*	*none*	*30 minutes per month*
Good grooming	*Guest lecture by local beautician on make-up for "on-the-job"*	*Community Resource list*	*In regular classroom*	*Miss Smith and instructor*	*45 min*	*10 minutes to set up*
Promptness						
Promptness						

Completeness check requires at least two teaching strategies be listed for each of at least six work habits or attitudes. Checked as completed by _____

*Refers to time spent by instructor or placement coordinator and amount of class time consumed.

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: _____ Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

-28-

Completeness check requires at least two teaching strategies be listed for each of at least six work habits or attitudes. Checked as completed by _____

*Refers to time spent by instructor or placement coordinator and amount of class time consumed.

OCCUPATION:

JOB SEARCH EMPLOYER LIST

NAME:

Employer	Address	Phone number	Type of Business or Industry	Person to Contact	Source of Information
Example: State Fair Community College	1900 Clarendon Rd. Sedalia, MO	816-826-7100	Education	Vice-President for Instruction	Official Manual for State of Missouri Friend employed there

Completeness check requires at least 10 employees be listed with all items completed. Checked as completed by _____

EMPLOYER FACT SHEET

Name: _____

Name of employer:

Where located:

Describe general area:

Type of business or industry:

Approximately how many _____ are employed there?
specific occupation

Frequency of turnover:

Who generally does the hiring for this specific occupation?

What type of employee do they look for?

How do wages for _____ paid by this employer compare to
specific occupation
similar jobs in the area?

What was most desirable about this employer?

What was least desirable about this employer?

List any additional kinds of information you would want to know and sources for obtaining that information:

Checked for accuracy by: _____

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES
IMPLEMENTATION PLANNING GUIDE

Area: *Job Search Skill*

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	out-of-class
Understand use of private employment agency	*Lecture, discussion and reading about private employment agencies*	*"What Color is Your Parachute?"*	*Employment Seminar*	*Placement Coordinator*	*30 min.*	*1 hour prep time*
Understand use of private employment agency	*Read and discuss agency contracts*	*Various private employment agencies*	*Employment Seminar*	*Placement Coordinator*	*30 min.*	*1 hour prep time*

-31-

Completeness check requires at least two teaching strategies be listed for each of at least three job search skills.

Checked as complete by: _____

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: _____

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires at least two teaching strategies be listed for each of at least three job search skills.

Checked as complete by: _____

MATERIALS CRITIQUE FORM for
Films, Filmstrips, Tapes

Material relates to the skill or attitude objective of _____

Available from: _____

_____

_____

Title _____ Type _____

Cost _____

Rate the material on each category as follows:

1- Unsatisfactory, 2- Satisfactory, 3- Excellent

Category	1	2	3	Remarks:
Information up-to-date				
Length of Presentation (10-25 min)				Time:
Quality of Pictures and Sound				
Free from Bias (sex, race, etc.)				
Interest and Motivation				
Content well organized and logical				
Overall Impression				

Notes:

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: Communications Skills

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires that at least one commercial material source be listed for each of at least three communications skills.

Checked as completed by: _____

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: Communications Skills

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class out-of-class

Completeness check requires that at least one commercial material source be listed for each of at least three communications skills.

Checked as completed by: _____

INTERVIEW CRITIQUE

Interview _____

Company _____

Rate the applicant on the following categories:

1 - unsatisfactory, 2 - satisfactory

Category	1	2	Remarks
Preparation for the interview			
1. Punctual			
2. Knows who s/he is expected to see			
3. Comes to interview alone			
4. Knows something about the company other than the name			
5. Has pencil or pen and information needed to fill out an application form			
General appearance and impression			
1. Appropriately dressed			
2. Handshake/eye contact			
3. Free from nervous mannerisms			
4. Courteous			
5. Moderate speaking voice			
General Presentation			
1. Understands job requirements			
2. Asks appropriate questions			
3. Brings out his/her strong points			
4. Expresses self well			
5. Seems motivated and interested in job			
6. Able to answer questions			
Overall rating for this interview			
Would you hire him/her?			
Notes:			

PRE-EMPLOYMENT SERVICES-TEACHING STRATEGIES

IMPLEMENTATION PLANNING GUIDE

Area: Job Interview Skills

Name: _____

Skill, attitude or knowledge objective	Activity	Material Source	Delivery method	Personnel	Time Schedule* in-class	out-of-class

Completeness check requires listing job interview skills which includes a role-play activity and at least two other teaching strategies.

Checked as complete by: _____

POSTASSESSMENT

NAME: _____

1. Write a paragraph which states the rationale for offering pre-employment services to students. Include five factors outlined in the text which were cited as evidence of the need for pre-employment services.

2. List the three major job seeking skills needed by school youth.

3. Three methods of delivering pre-employment services were analyzed in Activity 2. The following statements refer to that analysis. Respond to the statements by indicating which methods of delivery best fit each item. You may refer back to the analysis if you need to

Key: IC Integrating into existing courses
SC Separate course
G Integrating into guidance services

___ a. Actively involves the teacher in the placement process.

___ b. Students may fail to take advantage of the service.

___ c. Pre-employment instruction may be poorly presented due to lack of interest.

___ d. Most likely to reach the largest number of students.

___ e. Requires allocation of considerable resources, both time and money.

___ f. When priorities are assigned, pre-employment services may be neglected.

___ g. May best meet the individual student's need.

___ h. Requires considerable coordination time by the placement coordinator to insure that all pre-employment objectives are met.

___ i. Scheduling may be a major problem.

___ j. Easiest method to evaluate so that pre-employment services can be improved.

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING #_____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING # _____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

38

JOB ORDER FORM

COOPERATIVE JOB PLACEMENT SERVICE

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING #_____ (2) HOLD UNTIL _____ (3) DATE _____

(4) FIRM NAME _____

(5) ADDRESS _____
Street City State Zip Code

(6) TELEPHONE NUMBER _____

(7) TITLE OF JOB(S): _____

_____ NUMBER OF VACANCIES _____

(8) DATE NEEDED _____ CLOSING DATE _____

(9) THIS JOB IS: ☐ Full-time ☐ Part-time ☐ Summer ☐ Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

_____

_____

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, hours)

_____

_____

_____

(12) SALARY RANGE _____

(13) FRINGE BENEFITS _____

(14) APPLICANT SHOULD CONTACT _____

(15) COMMENTS _____

_____

_____

Completeness check requires that no more than two errors are found when this job order is compared to the key.

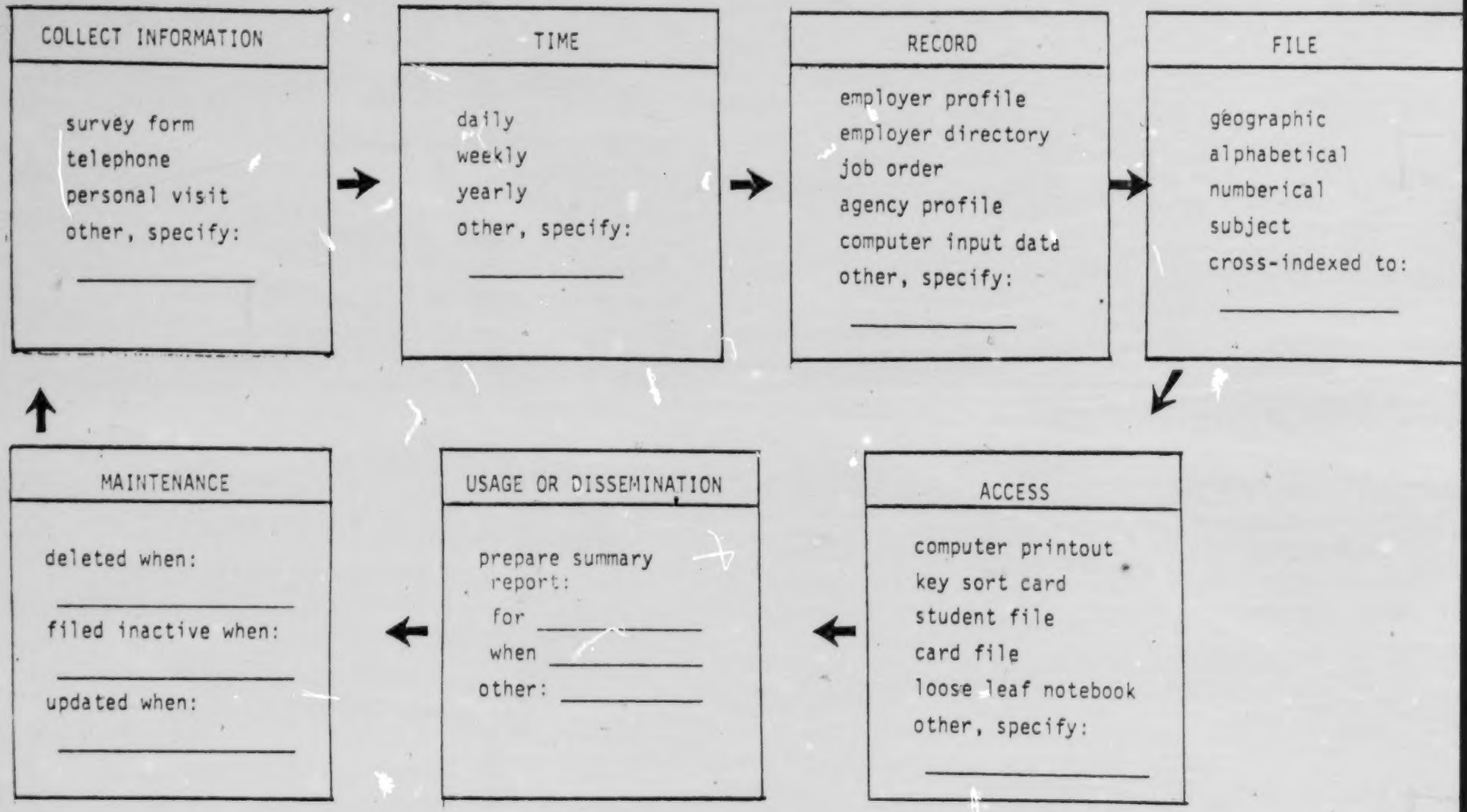
-42-

Checked as completed by: _____

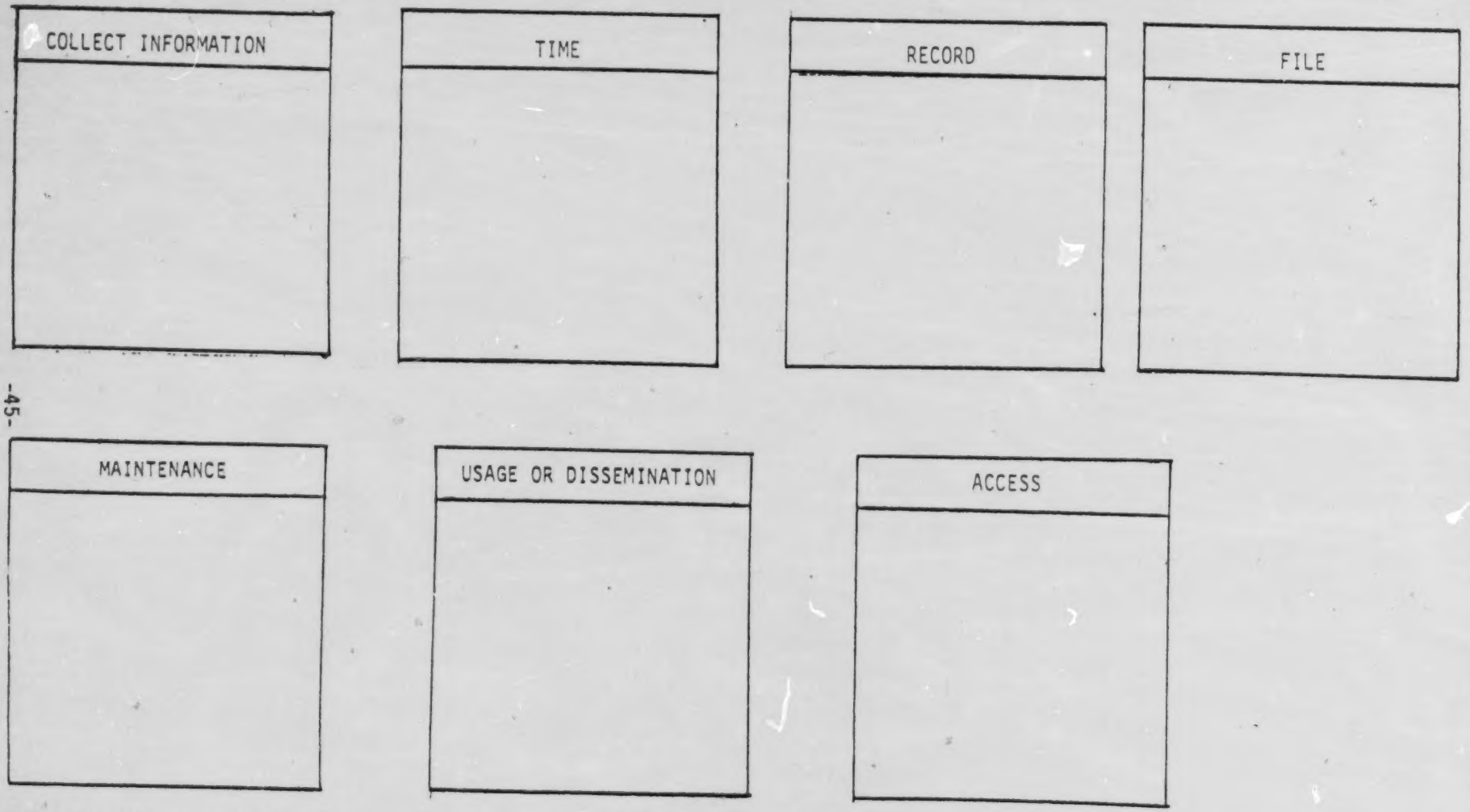
INFORMATION MANAGEMENT

Item No.	Record on Form/s	Follow-up Action Needed
1		
2		
3		
4		
5		
6		
7		
8		

MASTER FLOW CHART FOR PROCESSING EMPLOYER AND JOB INFORMATION



FLOW CHART FOR _____ NAME: _____



-45-

Completeness check requires that all of the above elements be specified for the type of information to be processed

Checked as complete by: _____

POSTASSESSMENT

NAME: _____

1. Write a list of nine sources which you could use to build an employer contact list, giving a brief one-sentence description of how each would be used.

   a.

   b

   c.

   d.

   e.

   f.

   g.

   h.

   i.

2. Write a paragraph which describes four methods of contacting employers to build an employer data base.

PROGRAM PLAN CHART

Topic: _____ Name: _____

ACTIVITY or TASK	RESOURCE PERSONNEL	TIME

Completeness check requires that the three elements of the plan, (1) activity (2) resource personnel and (3) time be filled out for each step.

Checked as complete by: _____

JOB PLACEMENT ACTIVITIES CHECKLIST

	ACTIVITY	Guid. Service	Placement Coor.	Vocational Dir.	Teacher	Administrator	Student
F	Establishing need for program	2	1	1	2	2	-
D	Using advisory council	2	1	1	3	2	2
F	Selecting and assigning personnel	2	1	2	3	1	-
	Developing contacts with employers						
	Coordinating with postsecondary and private employment agencies	3	1	3	3	3	-
	Establishing clearinghouse for job openings						
	Coordinating with co-op and other in-school work						
	Developing in-school information system						
	Contacting students for information gathering and dissemination	1	1	3	2	3	2
	Updating student records						
	Developing jobs						
	Providing instruction for job-seeking skills						
	Providing information about job openings	2	1	3	2	3	2
	Developing student resumés						
	Recommending students for job openings						
	Completing job applications	3	2	3	2	3	1
	Coordinating job interviews						
	Providing information about legal implications						
	Financial and budgeting						
	Planning facilities and equipment						
	Evaluating	2	1	2	2	2	2

Key: 1. Primary responsibility
2. Direct involvement
3. Should be kept informed
- Not applicable

Name: _____

Write your compliance procedural statements below:

Statement 1:

Statement 2:

Statement 3:

Certified as acceptable according to the evaluation checklist by: _____

CHECKLIST TO EVALUATE PROCEDURAL STATEMENTS

Applies to all three statements:

Does the statement specify the legislation which requires the action asked for?

Statement 1	___ yes	___ no
Statement 2	___ yes	___ no
Statement 3	___ yes	___ no

Is the statement brief, clear, and easily interpreted by a student or his/her parents or others?

Statement 1	___ yes	___ no
Statement 2	___ yes	___ no
Statement 3	___ yes	___ no

Statement 1:

Does the statement give the student a choice to have recommendations confidential or not confidential? ___ yes ___ no

Is there a signature line for both students and parents? ___ yes ___ no

Statement 2:

Does the statement specify exactly what records will be released? ___ yes ___ no

Does the statement specify the reasons for such release? (i.e. to aid the student in seeking employment) ___ yes ___ no

Does the statement specify either the category of persons to receive the records or a specific employer? (This could be complied with by having two separate statements.) ___ yes ___ no

Does the statement have a signature line for both students and parents? ___ yes ___ no

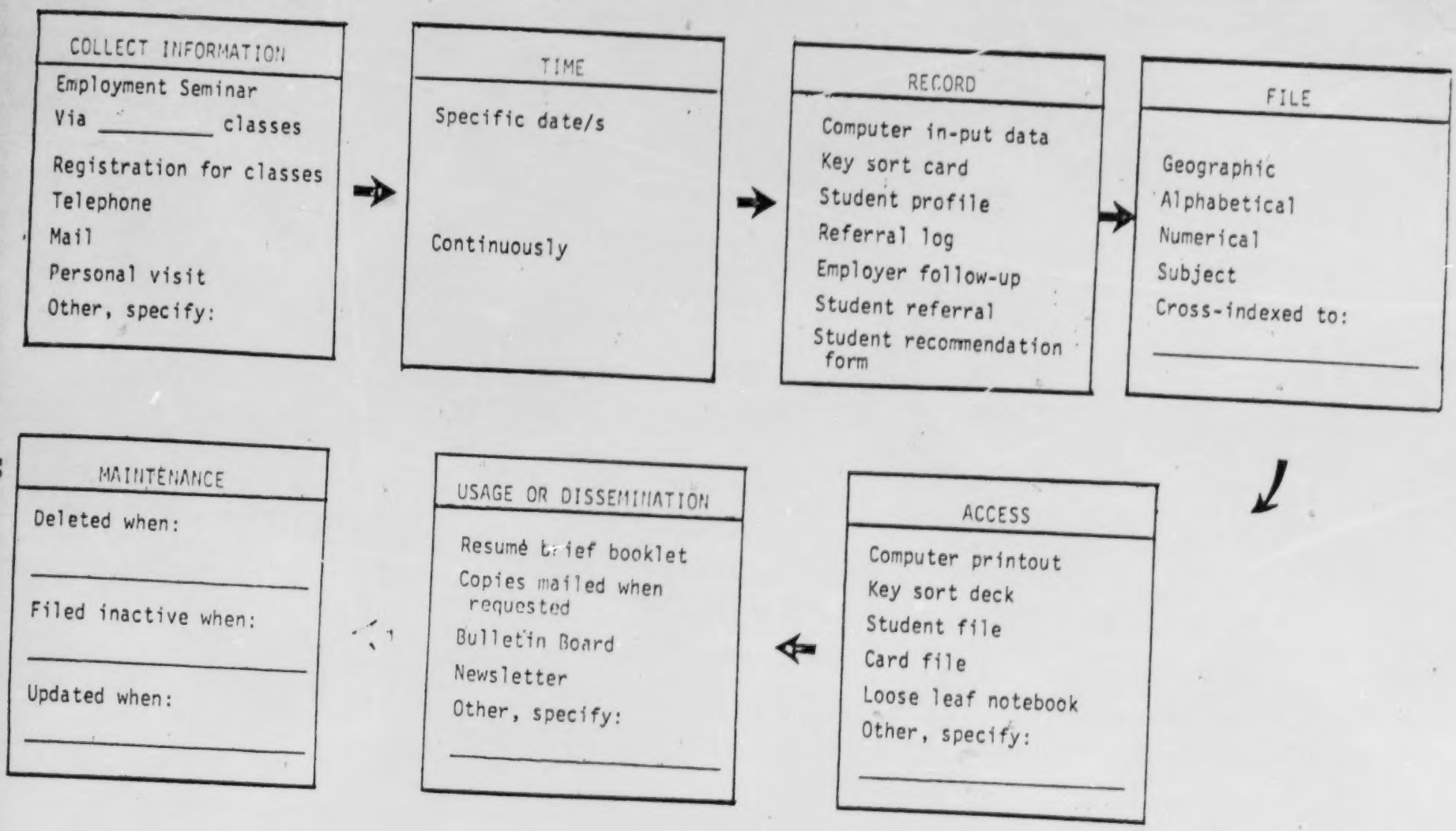
Statement 3:

Does the statement inform the recipient of the student's placement records that they cannot subsequently release the data, in personably identifiable form, to anyone else without obtaining the consent of a parent or of an eligible student? ___ yes ___ no

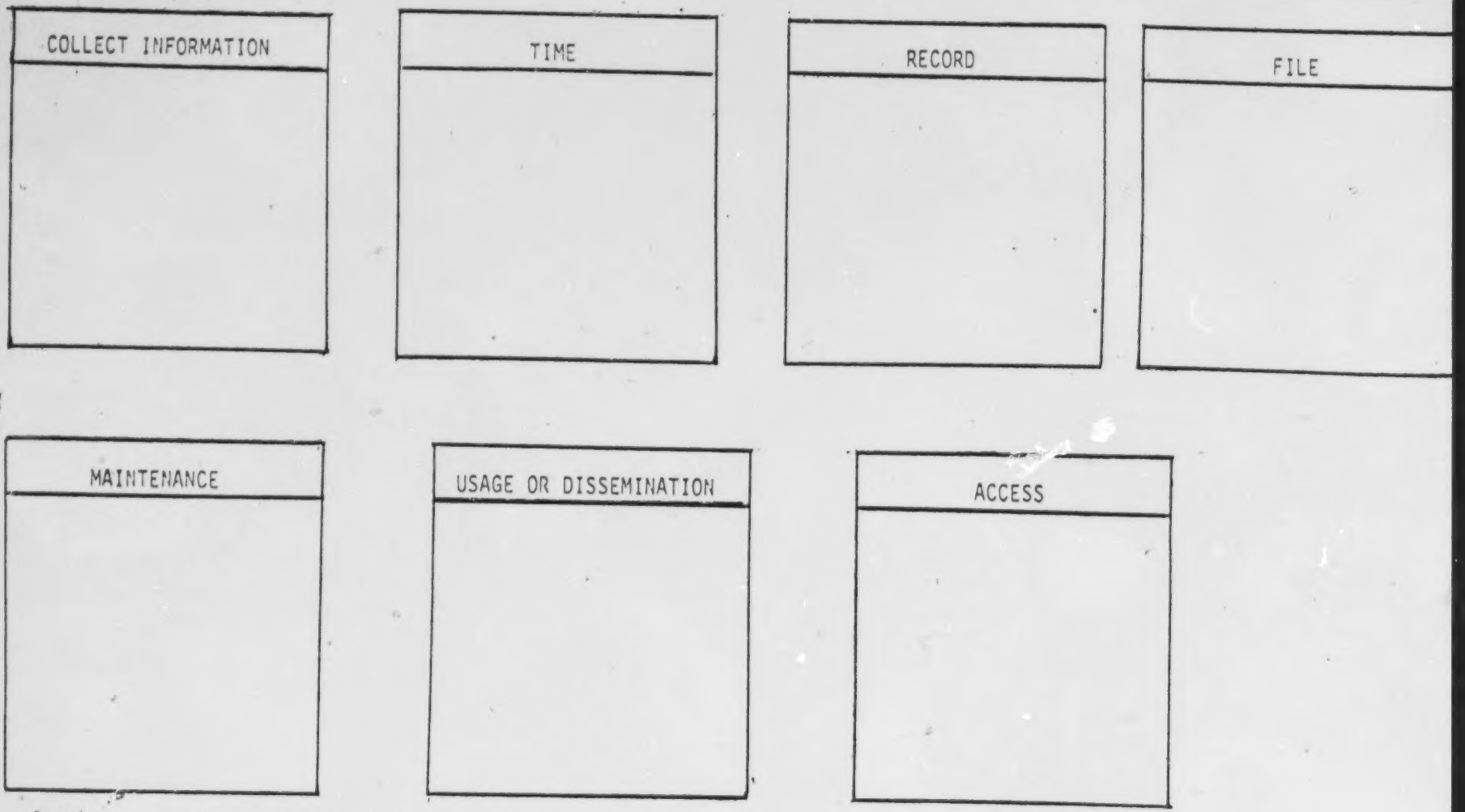
INFORMATION MANAGEMENT

Item No.	Record on Form/s or File	Follow-up Action Needed
1		
2		
3		
4		
5		
6		
7		
8		

MASTER FLOW CHART FOR PROCESSING STUDENT REFERRAL AND PLACEMENT INFORMATION



FLOW CHART FOR _____ NAME: _____



-53-

Completeness check requires that all of the above elements be specified for the type of information to be processed.

Checked as complete by: _____

CRITICAL INCIDENTS ANSWER SHEET

Placement process most significantly related:

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

M.

N.

O.

Placement process neglected:

A.

B.

C.

D.

E.

POSTASSESSMENT

NAME: _____

1. Write a list of the six basic principles involved in establishing a job placement office which were discussed in the text. Give a brief one or two sentence explanation of each principle.

2. Write a paragraph describing the placement process which includes a brief explanation of each of the six steps outlined in the text.

PROGRAM PLAN CHART

ACTIVITY	RESOURCE PERSONNEL	TIME

Certified as complete by: _____

ANALYSIS OF METHODS OF GATHERING FOLLOW-UP INFORMATION

Method:

Advantages:

Disadvantages:

Method:

Advantages:

Disadvantages:

Method:

Advantages:

Disadvantages:

Example Answer Sheet

Item Number	Method	Why Selected
1.		
2.		
3.		

ACTIVITY 3 - ITEM EVALUATION

Each of the three methods analyzed in the previous activity (and other methods of gathering follow-up information) is useful and appropriate in specific situations. Most of the information which you will be responsible for gathering, however, will probably be collected by using a mailed questionnaire.

This activity will *not* give you the skills you need to develop a really good instrument--but it will help you do a better job of evaluating the kinds of questions contained in many of the existing follow-up questionnaires which are found in placement literature and which you might consider adapting for your own use.

A good questionnaire item is worded in a non-ambiguous manner and does not require a lot of processing and interpretation to determine what information is asked of the respondent.

Below are several questions, each of which contains a given weakness. You are to identify the weakness in the question as stated and then restate the question in a manner so as to better elicit a more reliable, valid, and objective response. Continue working in the same group as in the last activity, discussing the items but writing out your own answers.

Sample Questions to be Corrected

1. What is the value of your house?
   a. Weakness _____
   _____
   b. Suggested revision _____
   _____
2. What is your age?
   a. Weakness _____
   _____
   b. Suggested revision _____
   _____

3. What work are you doing now?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

4. What is your salary?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

5. How did you get your first job?

   a. Weakness _____

   _____

   b. Suggested revision _____

   _____

PLAN FOR USING FOLLOW-UP INFORMATION

Purpose	Questionnaire Items related to purpose (list by number)	Target Group (persons who would need this information)	Method of Dissemination

Completeness check requires all elements be completed.

Checked as complete by: _____

POSTASSESSMENT

1. Write a list, stating the seven purposes of conducting a follow-up program related tc job placement and give a brief, one-sentence explanation of each.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. Three methods of collecting follow-up information were analyzed in Activity 2. The statements on the next page refer to that analysis.

You should circle T if the statement is true and F if the statement is false.

T F 1. An advantage of the mailed questionnaire is that you can contact a large number (over 100) of persons with the least expenditure of time and money.

T F 2. The personal visit allows you to gather information in more depth than the mailed questionnaire.

T F 3. The telephone survey provides a means of checking and assuring the correct interpretation of questions.

T F 4. The major disadvantage of the personal visit is that it is extremely time consuming.

T F 5. The mailed questionnaire is likely to have a higher response rate than the telephone survey.

T F 6. Students will be more likely to respond to an "open ended" question on a mailed questionnaire than they would to the same question asked over the phone.

T T 7. An advantage of the mailed questionnaire is that much of the work can be done by clerical personnel, thus freeing the placement coordinator for other activities.

T F 8. An effective way to increase response rate is to follow up a mailed questionnaire with a telephone survey of non-respondents.

T F 9. Using the personal visit to conduct employer follow-up has the advantage of allowing the placement coordinator to utilize the visit for other purposes (such as obtaining job orders) as well as collecting follow-up information.

T F 10. The telephone survey may foster better public relations with employers than the mailed questionnaire.

3. Write a list, stating the five methods of providing follow-through information and give a brief, one-sentence explanation of each.

ACTIVITY 5 - INTERPRETING FOLLOW-UP INFORMATION

For this activity you are to assume that you are preparing for a meeting with the secretarial science department chairperson and the faculty. You want to discuss the results of the follow-up study with them and need to think through the meaning of the data and put together your own conclusions and recommendations related to this program and the job placement of secretarial science graduates.

Working in three groups, discuss the results of the follow-up study and develop some tentative conclusions and recommendations that you would want to present at the meeting. Use the following questions as a discussion guide. When you have completed this part of the activity reconvene in a total group and each group will report their conclusions.

Interpreting Follow-Up Information
Discussion Questions

1. What conclusions would you draw about the employment patterns of these students?

Any recommendations?

2. What conclusions would you draw about the salaries they are earning? Any indication of advancement?

Any recommendations?

3. What conclusions would you draw about the quality of the instructional program?

Any recommendations?

4. What conclusions would you draw about the job placement program?

Any recommendations?

PROGRAM PLAN CHART

ACTIVITY	RESOURCE PERSONNEL	TIME

Certified as complete by: _____

INTRODUCTION TO THE MODULES

AND

OVERVIEW OF MODULE ACTIVITIES

INTRODUCTION TO THE MODULES

1. Begin the workshop by introducing yourself to the participants and then to each other. Briefly explain your background and the role you will play as workshop coordinator. Explain the purpose of the series of modules and that the emphasis is on producing something they can use in their own school setting--not just absorbing information. Note that the modules are designed to develop skills and that evaluation procedures are included to assess whether participants have achieved the competencies stated in the module objectives. Explain that the evaluation serves two purposes: to allow participants to check their progress and to permit the module developers to assess the effectiveness of the instructional mode.

2. Review the workshop agenda and clear up any questions that occur as a result.

3. Introduce any resource persons who are available for consultation; describe any resource materials which are available and when these may be used.

4. Begin the first module. Specific suggestions to aid you with the module activities are given in the next section of this guide.

OVERVIEW OF MODULE ACTIVITIES

The following section contains some suggestions to aid you in interpreting the module activities. Read the activity in the module, then read the guide reference to be sure you understand what is required. The suggestions are for your use in presenting the activities and are not intended to be read to participants as part of the instruction.

When you review the modules prior to beginning the workshop, you may want to select some sections of the text to present orally rather than having participants read the material. Use your own judgment to keep the presentations varied.

Module 1 - Planning Pre-Employment Programs

Introductory Activity. Review directions, answer any questions. After participants have completed their lists, lead a discussion to summarize how first jobs were obtained. Write these out on the chalkboard--they will probably fall into such categories as friends, relatives, placement office, own efforts, etc. Relate the discussion to how much help was provided by the school.

Next, go through the reasons participants were sometimes dissatisfied with employment--again use the chalkboard letting the participants help with categorizing--may likely fall into salary, working conditions, uninteresting work, supervisors, etc. Relate this discussion to why they ended up in a job they didn't like.

Summarize briefly and indicate that youth today face the same problems plus some additional ones.

Module 1 - Discussion. Divide the total group into three small groups--use name tags to do this if you coded them. As the groups begin the discussion, circulate around and answer any questions. You want them to come up with the broad need areas of:

1. Job search technique skills (identifying potential employer).
2. Job interviewer skills.
3. Knowledge about work habits and attitudes expected by employers.
4. Job communication skills such as writing letters of application, preparing resumes, etc.

Since almost all activities are small group work, the activities overview from this point on will simply state the group size recommended for the activity. You will, of course, need to facilitate this process each time a discussion occurs and should always circulate among the groups as they work on activities.

Module 1 - Activity 1 - (Three groups). Assign one method to each group. Clarify any general questions regarding the methods--may want to refer back to text. For purposes of the activity, "integrating into guidance services" would mean that pre-employment services would not be assumed by a placement coordinator, but would be part of the regular guidance and counseling program, probably offered mostly on a one-to-one basis with some voluntary small group work. Questions over this analysis are included in the postassessment.

Reconvene the groups, ask for conclusions and summarize.

Module 1 - Activity 2 - (Three groups). You may want to discuss the "Implementation Plan" in general before dividing into groups. This type of activity appears four times in this module. The purpose is to lead the participants through the process of planning the teaching activities associated with pre-employment instruction. They should, when they finish the entire module, have a "take-home product" which is essentially a skeleton plan for a pre-employment program. This activity is similar to the type of planning which some states require for funding approval of guidance and placement programs although the "objectives" portion is much abbreviated. This is intentional, as teaching persons to write behavioral outcome objectives is beyond the time constraints of the module. You might want to briefly discuss that point since state plans may require that type of objective.

This is the first activity to require a "completion check." This check is part of the process of determining whether the participants have met the objectives of the module and the purpose should be explained again at this point (that it is for the participants own feedback as well as the module developers evaluation of the materials). In each "completeness check" the criteria for judging is given. They are to exchange their own work with another participant--give each other feedback, correct any

deficiencies (unless they are so major that one person will bog the whole group down--then you may need to arrange some individual help) and the person doing the check should sign off. Ask them to also check each time to be sure that the participants name has been filled out as these will all be collected. Copies of each person's work will be made for research purposes and the participants originals will then be returned to them. Probably best to do the "collecting" at noon break and at afternoon close-off, so that work doesn't get lost. Get copies made and originals returned over the noon hour, if possible, so participants will have the material to refer back to and/or review.

Module 1 - Activity 3 - Review the three parts of this activity.

Part A - (Three groups). Give each group a "set" of resources as per the materials list in this guide. "Completeness check" should be completed as soon as this part is done.

Part B - (Pairs). May want to review the fact sheet; clarify any questions; and depending upon how the group is functioning, elaborate some on "additional information" if you think extra help is needed with this. "Completeness check" required.

Part C - (Three groups). The second part of the implementation plan. Be sure the group understands the relationship to Activity 2 and that this is another part of a total plan. "Completeness check" required after total group has reconvened and each person has made additions to own plans from input of other groups.

Module 1 - Activity 4 - Review the two parts of this activity.

Part A - (Triads). Answer any questions about the critique forms, then show the slide tape presentation. After participants have completed their critique forms and compared with others, give each triad a "set" of three other materials as per the materials list--different groups will have some same and some different materials. Again, participants are to compare critique forms with others who critiqued the same materials.

Part B - (Three groups). Implementation Planning Guide. Same directions as Activity 3, Part C. "Completeness check" required.

Module 1 - Activity 5 - Review the three parts of this activity.

Part A - (Total group). Show slide film as per materials list. Be sure participants use the correct critique form, "Interview critique." They can exchange with another participant to see how consistent they rated the interviewee, but there is no "correct" rating.

Part B - (Three groups). Discuss the need for considerable structure when this technique is used with students. Set a time limit for planning the role play - 20 to 30 minutes. The practice role play is to be presented by all three groups simultaneously, then bring the total group back together to discuss the experience. Be careful to keep the discussion centered on the technique and not on the interview.

Part C - (Three groups). Implementation Planning Guide. Same directions as Activity 3, Part C. "Completeness check" required.

Module 1 - Postassessment. At this point, you will probably want to review the Summary part of the text orally. The section on evaluation should be mentioned and if any students want to work through this part, assist them in scheduling a time. Otherwise, give everyone a few minutes to review and then administer the postassessment. Collect all "product forms" and the postassessment. Make copies and hand originals back with the postassessment scored the next day.

Introductory Activity. This activity is optional - use your own judgment and knowledge of the group to decide whether it will loosen the group up and start the day right, or whether they are a "get down to business" group that would regard it as a waste of time.

"What's Your Line?" - This follows the format of the television show, "Wha 's My Line?". You will need: a moderator, 4 panelists, 1, 2, or 3 "contestants" and a stop watch, timer, or watch with swee; second hand. A joke prize or play money could be optional. The objective of the game is for the panelists to guess what the contestant's "occupation" is, except that the occupation is to be an assumed one, and should be as an owner or general manager of a business or industry that employs many persons (i.e., President of General Motors). Each panelist may ask the contestant questions for 40 seconds and they can only be answered "yes" or "no" and should relate to the employees of the firm (i.e., Do you have more than 100 secretaries working in your business?). Contestants may confer with the moderator if some clarification is needed at any point. If the panelist asks: "Are you the general manager of Something or Other?" and the answer is "yes", then the panel has won and a new contestant is brought on. If the panelist asks that question and the answer is "no", then the panelist loses any further question time he has and the next panelist begins his/her round of questions. If after all four panelists have had their question time and still have not guessed the correct "occupation", then the contestant wins.

The introductory activity has the objective of demonstrating that any one business or industry may involve many different kinds of jobs and people. This should be part of the conclusion when the game ends.

Module 2 - Activity 1 - (Three groups). Review the two parts of the activity. Clarify the filing systems mentioned and refer back to the text as needed. Make topic assignments for the second part of the activity. Then, divide the groups and circulate, answering questions and giving any help needed as each group decides on an organizational plan. Once that is done, they are to go right on to the second part. If, as they start the second part, they decide they want to change the organizational plan, that is okay.

After all groups have completed this phase, reconvene the total group and ask each to report on the organizational plan selected, and discuss this. Then, discuss how employers would be selected to be listed.

Module 2 - Activity 2 - (Triads). Show the Bell Telephone film after reviewing the activity with the group. Either summarize the narrative that accompanies this activity or give participants time to read it. If the group isn't inclined to be serious, you could make a "telephone" with a couple of styrofoam cups and a piece of string or let the triads make their own if they want to. Each person in the triad is to rotate through the roles of employer, placement director, observee--note that they have to work the rotation out or one of the three will end up in the same role twice. After each person has had some feedback on their telephone techniques, review the "Points About Telephone Contacts." Then, briefly summarize and review the methods of contacting employers: telephone; personal visit; employer survey; use of community organizations and agencies.

Module 2 - Activity 3 - (Triads). Review the two parts of the activity.

Part A. Answer any questions about the job order form. After all triads have completed their job orders and have had a chance to compare for accuracy, answer any questions which the group in general may have about taking a job order. Use the narrative to highlight the kinds of information which might be pertinent. Discuss the fact that each placement coordinator needs to develop a job order form which meets the particular needs of the employers with which he/she generally works.

Part B - (Individual activity). Participants are to write out the job order while the tape is played--check to be sure the tape is audible to everyone in the room. After completing the job order, participants should exchange work with each other and check it against the "key" job order, marking errors or discrepancies. Answer any questions which occur as a result of this activity. "Completeness check" required.

Module 2 - Activity 4 - (Four groups). The purpose of this activity is to simulate the process of decision making regarding the kinds of information and records with which the placement coordinator deals on a day-to-day

basis. Each item requires thinking through what meaning the item has, how it needs to be recorded, and what follow-up action needs to be taken. There are not necessarily any "right" answers to this activity although some will obviously be better than others.

(1-3) The want ads have the possibilities of: being recorded on a job order; calling the employer and asking to refer students; posting on a bulletin board; refering a former student who has gained work experience, etc.

(4) The memo has a "hooker." There is not enough information to record a job order--should you depend on collecting this information at the noon meeting? Also calls for up-dating the file of the student who is being promoted.

(5) Obviously an opportunity to do some job development.

(6) Instructor needs to be contacted; then, employer should be phoned for the job orders.

(7) Might call for clearance with administrator, then listing the agencies in a looseleaf notebook or similar file as an available resource.

(8) Probably does not require much action since it doesn't appear that there are any openings. Probably should be filed in a general notebook file and a copy circulated for posting to the welding program.

When all groups have completed the activity, briefly review items and discuss any questions which occur.

Module 2 - Activity 5 - (Four groups). This activity will need a thorough introduction as the charting concept may be new to many participants. It is just a step by step breakdown of the elements or decisions which need to be made in determining how certain routine and frequently used types of information are to be processed from the time of collection to eventual discard and/or reprocessing. The master flow chart lists the options available at each step: How the information is to be gathered; under what time-frame it will be gathered; where it will be recorded; how this record will then be filed; type of filing or access system so it can be retrieved; how it would be used or disseminated; and finally, what is done with it after dissemination occurs.

After explaining the master flow chart, turn to the sample want ad flow chart and "walk" the participants through this. Explain that such decisions are, of course, always affected by the setting in which the placement office operates.

Then have participants work out a flow chart for job orders and an employer directory. You might want to work through the chart yourself in advance to help you anticipate potential problems which participants may have in grasping the task.

When all have finished the flow charts, bring the group back together and review the results. It is not required that all groups arrive at the same conclusions--again, there is no "right" answer--all that is necessary is that some logical reason exist for the decision which was made. Following this, have participants exchange for a "completeness check."

Postassessment. Summarize the module, answer any questions which occur as a result, then administer the postassessment. Collect forms as participants finish. The format of this module is different from Module 1 in that the application phase follows the postassessment instead of being integrated into the module activities. So, the next step is to introduce:

Module 2 - Activity 6 - (Three groups). Review the purpose of developing a plan. This is a "take home" product which is to be an outline of the process involved in planning to accomplish certain specific activities. Participants have actually been through the processes in the activities, but now must think through what steps they took to do this and how they would translate that action to an on-the-job situation in their home school. Assign topics to groups. As the participants in each group complete their assignment, they are to exchange and check for completeness. Then, reconvene the total group and put the parts together so each participant has a plan for each of the activities.

Collect all product forms. Make copies and hand originals back with the scored postassessment the next day.

Module 3 - Conducting Job Placement Programs

Introduce the module by giving an overview of what job placement covers. The module title may be somewhat confusing, so it is necessary to define the activity of referral-placement (job placement) as part of a total job placement program. This may have naturally occurred earlier in the other two modules, but it is a good idea to be sure participants understand the semantics.

Module 3 - Activity 1 - (Three groups). Review the two parts of this activity. This is an overview of the total office operation, particularly designed to reinforce the learning of the basic principles outlined in the introductory text.

Part A. Review the charts; explain one or two of the completed items. Several have been completed in order to shorten the time required to complete the activity. Answer any questions about the items if this occurs. After each person "codes" his role, the small groups are to go through the chart so each can add others work to their own, discussing any differences of opinion. If some items seem particularly difficult to code, you might want to discuss those with the total group.

Part B. This relates the activities back to the basic operating principles in the text. Explain the three sample items. You may need to use the technique of eliminating those which do not apply to illustrate the connection between the activity and the principle. Some overlap does occur, but it is understanding the relationship which is important.

When all groups have completed coding, reconvene and compare, discussing any discrepancies.

Module 3 - Activity 2 - (Four groups). Review the activity, answer any questions about how the activity is to be completed. The final regulations on the Buckley amendment were not available at the time this module was written, so you may want to caution participants that some changes could occur. The point to make is that you often have to operate under considerable uncertainty while such regulatory laws are becoming final. A sense of humor helps relieve the frustration!

After the statements are written and the checklist evaluation has been done, the "completeness check" should be signed off.

Module 3 - Activity 3 - (Four groups). Similar to the activity in Module 2; should need only a brief review. Some brief comments about the items follow.

(1) Needs to be checked off control list and filed.

(2) Needs to be checked off control list and filed.

(3) Information needs to be disseminated, students identified, interviews scheduled, letter responded to.

(4) Either record on key sort card or record for data processing. File.

(5) Need to review student folder; review employer profile. Respond to secretary.

(6) Enter request on student log or in student file; send papers.

(7) This item has a "hooker" in it. If the P.N. is a male, probably would not have a name change. If it is a female, might need a name change. Most participants will probably assume female--good opportunity to develop a little awareness about placement coordinators need to be aware of own sex biases.

When all groups have completed the activity, briefly review items and discuss any questions which occur.

Module 3 - Activity 4 - (Four groups). Similar to the flow chart completed in Module 2, but with different options related to type of information to be processed. Review master chart, then "walk" participants through sample chart. After groups complete charts, reconvene and compare and discuss. "Completeness check" required.

Module 3 - Activity 5 - (Four groups). Review the activity. The incidents provide some good, practical examples of what really happens in a placement office. One purpose of this activity is to reinforce the learning of the steps in the placement process.

Postassessment. Review and summarize the module, answer any questions which result. Administer the postassessment and collect the forms.

Module 3 - Activity 6 - (Three groups). This is the same type of application activity that concluded Module 2. Explain that most of the activities on the checklist would need to be integrated into the total

plan, but in the interest of time, only three have been listed.

Assign topics. As the participants complete their assignment, they are to exchange and check for completeness. Then reconvene the total group and put the parts together so each participant has a completed plan for these three activities.

Collect all product forms. Make copies and hand originals back with the scored postassessment the next day.

Module 4 - Conducting Follow-up and Follow-through Programs

Introduce the module by giving an overview of what the module covers. Explain the relationship of follow-up to the total evaluation program.

Module 4 - Activity 1 - (Three groups). Review the purposes to be discussed and answer any questions about interpreting the meaning of the statements if these occur. Encourage groups to refer back to the text if they have difficulty coming up with examples. After the lists of examples have been completed, reconvene the total group and share ideas. Summarize.

Module 4 - Activity 2 - (Three groups). Review the two parts of the activity. Answer any questions about procedure. After the list of advantages and disadvantages has been compiled, have the total group share comments. Bring out any points you think they may have missed.

Part B. Groups may come up with different solutions to these three cases. The important point to be made is the reasons for selecting the method should be logical and defend that method. After small groups have completed the task, reconvene total group and discuss. Summarize.

Module 4 - Activity 3 - (Three groups). This is a good place to add some comments from your own experience in conducting follow up, expecially in the area of questionnaire construction. Point out that a poorly worded item is useless since there is no way of interpreting answers. Emphasize pilot testing as a check on items.

The major weakness in each of the questions is that different persons will interpret the question differently. They should come up with two or more ways it could be misinterpreted. Then the question should be worded more exactly so the person answering the question does not have to process and interpret. Reconvene the group when this is completed, summarize and answer any questions.

Module 4 - Activity 4 - (Three groups). Review the activity and be sure participants understand what they are to do. The purpose is to develop an understanding of the relationship of the items on a questionnaire to the purpose for conducting follow-up studies and the use that should be made of the data if those purposes are to be fulfilled. Make topic assignments.

Answer any questions. When the plan has been developed, have participants exchange and check for completeness. Then, reconvene and share ideas, discussing any discrepancies or differences.

Module 4 - Activity 5 - (Three groups). Review the activity. Explain that interpreting the results of a follow up is a difficult task and requires an understanding of many variables which affect placement and employment. Use an example or two to illustrate how data could be misinterpreted; for example, a sudden overall increase in the average salary of clerical workers might be the result of an increase in minimum wage rates rather than to any efforts made by the placement office to improve job development. When the small groups have completed their work, reconvene and discuss.

If some groups have come to opposite conclusion about some parts of the data, go through their rationale and try to determine what other information they might need to reach an accurate interpretation.

Module 4 - Activity 6 - (Total group). Lead the group through a general discussion of providing follow-through services. Tie in the activities of the other three modules where appropriate. Use the critical incident list out of Module 3 if you think the group needs some specific examples to work from. The purpose is to reinforce the learning of the methods of providing follow-through services and to promote an understanding of the broad concept of follow through as taking some action.

Postassessment. At the conclusion of this discussion, review and summarize the Module; answer any questions. Administer the postassessment and collect the completed forms.

Module 4 - Activity 7 - (Four groups). This activity is similar to the application activities in Modules 2 and 3 and should not need much introduction. Assign topics to groups and discuss any questions. Work out the overall time frame for the study to be planned before the small groups begin working since some activities are sequential. As participants complete their assignment, they are to exchange and check for completeness. Then reconvene in a total group and put the parts together so that each participant has a completed plan.

Collect all product forms. Make arrangements with the group to return the originals and the scored postassessment.

At this point, review the accomplishments of the participants over the four modules; ask for any feedback which they wish to give. Briefly mention other available resources for more information. Thank the participants for their time and effort.

LIST OF PRODUCTS

AND

KEYS TO ASSESSMENT ITEMS

PRODUCTS REQUIRED AND KEYS TO ASSESSMENT ITEMS

This section of the module lists the forms which are to be sent to the evaluator at the conclusion of the workshop and contains keys for forms which require scoring. Be sure each participant has signed his/her work. Those forms which are to be scored are identified by an asterick.

	Checklist for Evaluation Materials
Module 1	Implementation Planning Guides for Activities 2, 3, 4, and 5.
	*Postassessment forms.
Module 2	*Job order form from Activity 3, Part B.
	Flow charts from Activity 5.
	Program Plan chart from Activity 6.
	*Postassessment forms.
Module 3	Compliance procedure statements from Activity 2.
	Flow charts from Activity 4.
	Program Plan from Activity 6.
	*Postassessment forms.
Module 4	Plan for using follow-up information from Activity 4.
	Program Plan chart from Activity 7.
	*Postassessment forms.

POSTASSESSMENT

NAME: _____

1. Write a paragraph which states the rationale for offering pre-employment services to students. Include five factors outlined in the text which were cited as evidence of the need for pre-employment services.

   Criteria for achievement: The paragraph must include at least three of the following five points:

   1. *High unemployment.*
   2. *High turnover.*
   3. *Limited (or no) employment skills.*
   4. *Limited (or no) job-seeking skills.*
   5. *Employment unrelated to training.*

2. List the three major job seeking skills needed by school youth.

   Criteria for achievement: Must list at least two of the following three skills:

   1. *Identifying potential employers (job search skills)*
   2. *Applying for a job (communication skills)*
   3. *Interviewing for a job.*

3. Three methods of delivering pre-employment services were analyzed in Activity 2. The following statements refer to that analysis. Respond to the statements by indicating which methods of delivery best fit each item. You may refer back to the analysis if you need to

Key: IC Integrating into existing courses
SC Separate course
G Integrating into guidance services

IC a. Actively involves the teacher in the placement process.

G b. Students may fail to take advantage of the service.

IC c. Pre-employment instruction may be poorly presented due to lack of interest.

SC d. Most likely to reach the largest number of students.

SC e. Requires allocation of considerable resources, both time and money.

G f. When priorities are assigned, pre-employment services may be neglected.

G g. May best meet the individual student's need.

IC h. Requires considerable coordination time by the placement coordinator to insure that all pre-employment objectives are met.

SC i. Scheduling may be a major problem.

SC j. Easiest method to evaluate so that pre-employment services can be improved.

MODULE 2

COOPERATIVE JOB PLACEMENT SERVICE

JOB ORDER FORM

This information is CONFIDENTIAL

REFERRALS

Name	Date	Results

(1) JOB OPENING # _____ (2) HOLD UNTIL *Filled* (3) DATE *5/1/76*

(4) FIRM NAME *Parkhurst Manufacturing Co. - Research and Development Center*

(5) ADDRESS *2503 West Broadway,* (Street) *Sedalia,* (City) *MO* (State) *65301* (Zip Code)

(6) TELEPHONE NUMBER *826-8735 R. A. Kyle, Personnel Office, phoned order in.*

(7) TITLE OF JOB(S): *Secretary/Bookkeeper - Career Position*

NUMBER OF VACANCIES *1*

(8) DATE NEEDED *5/14/76* CLOSING DATE *When filled*

(9) THIS JOB IS: [X] Full-time [ ] Part-time [ ] Summer [ ] Occupational Exp.

(10) JOB REQUIREMENTS (age, physical, experience, education, skills, abilities)

Combined position of Secretary/Bookkeeper. Prefer two-year graduate; would consider less. Experience preferred, not required. Need basic knowledge of accounting, postin need typing skills, 55 to 60 wpm. Shorthand would be helpful.

(11) SUMMARY OF JOB DUTIES (work performed, equipment operated, working conditions, ha

Much of the work is working with numbers, particularly as related to maintaining Research and Development budgets. Some general secretarial.

(12) SALARY RANGE *$370 - $450, depending on experience and education.*

(13) FRINGE BENEFITS *Health insurance, 2 weeks paid vacation after one year.*

(14) APPLICANT SHOULD CONTACT *R. A. Kyle, Personnel Office*

(15) COMMENTS _____

Completeness check requires that no more than two errors are found when this job order is compared to the key.

Checked as completed by: _____

POSTASSESSMENT

NAME: _____

1. Write a list of nine sources which you could use to build an employer contact list, giving a brief one-sentence description of how each would be used.

   a. *Yellow pages*

   b *Manufacturing directories*

   c. *Chamber of Commerce lists*

   d. *Professional and trade journals*

   e. *Professional, trade and/or civic organizations*

   f. *Former student contacts*

   g. *Advisory committees*

   h. *Faculty leads*

   i. *Agencies concerned with placement*

2. Write a paragraph which describes four methods of contacting employers to build an employer data base.

   Criteria for achievement: The paragraph must include at least three of the following four methods:

   a. *Employer survey*
   b. *Personal visit*
   c. *Telephone*
   d. *Use of community organizations or agencies*

POSTASSESSMENT

NAME: _____

1. Write a list of the six basic principles involved in establishing a job placement office which were discussed in the text. Give a brief one or two sentence explanation of each principle.

   Criteria for achievement: Must include at least four of the following six principles:

   1. *A single office should be identified as a central clearing house of job information for the entire school system or district.*
   2. *A comprehensive range of placement services should be offered all students seeking employment.*
   3. *Job placement services and procedures should coordinate with cooperative work-experience and work/study programs.*
   4. *Close working relationships should be developed with employers and personnel managers.*
   5. *Adequate staff and other resources should be allocated to the placement office.*
   6. *The placement office (program) should be organized into a formal system.*

2. Write a paragraph describing the placement process which includes a brief explanation of each of the six steps outlined in the text.

   Criteria for achievement: The paragraph must include at least four of the following six steps:

   1. *Ascertaining student qualifications.*
   2. *Providing job counseling as needed.*
   3. *Matching student qualifications to job requirements.*
   4. *Doing specialized job development.*
   5. *Referring student to job opening.*
   6. *Follow-up/follow-through with student or employer.*

POSTASSESSMENT

1. Write a list, stating the seven purposes of conducting a follow-up program related to job placement and give a brief, one-sentence explanation of each.

   Criteria for achievement: Must include at least five of the following seven purposes:

   a. *Evaluate the effectiveness of school instructional programs.*

   b. *Evaluate the effectiveness of the components of the job placement program.*

   c. *Gather data useful for improving instructional program.*

   d. *Gather data useful for improving job placement program.*

   e. *Occupational patterns (work history) of graduates as this relates to:*

      (1) *Job stability.*
      (2) *Job Mobility.*
      (3) *Job satisfaction.*

   f. *Identify students in need of additional placement or educational services.*

   g. *Evaluate the degree of employer satisfaction with students and placement services.*

2. Three methods of collecting follow-up information were analyzed in Activity 2. The statements on the next page refer to that analysis.

You should circle T if the statement is true and F if the statement is false.

(T) F 1. An advantage of the mailed questionnaire is that you can contact a large number (over 100) of persons with the least expenditure of time and money.

(T) F 2. The personal visit allows you to gather information in more depth than the mailed questionnaire.

(T) F 3. The telephone survey provides a means of checking and assuring the correct interpretation of questions.

(T) F 4. The major disadvantage of the personal visit is that it is extremely time consuming.

T (F) 5. The mailed questionnaire is likely to have a higher response rate than the telephone survey.

T (F) 6. Students will be more likely to respond to an "open-ended" question on a mailed questionnaire than they would to the same question asked over the phone.

(T) F 7. An advantage of the mailed questionnaire is that much of the work can be done by clerical personnel, thus freeing the placement coordinator for other activities.

(T) F 8. An effective way to increase response rate is to follow up a mailed questionnaire with a telephone survey of non-respondents.

(T) F 9. Using the personal visit to conduct employer follow-up has the advantage of allowing the placement coordinator to utilize the visit for other purposes (such as obtaining job orders) as well as collecting follow-up information.

(T) F 10. The telephone survey may foster better public relations with employers than the mailed questionnaire.

3. Write a list, stating the five methods of providing follow-through information and give a brief, one-sentence explanation of each.

Criteria for achievement: Must include at least four of the following five methods:

a. *Counseling students about initial work adjustment problems.*

b. *Referring students to additional career preparation as needed or desired.*

c. *Referring students for additional job placement services for career advancement or relocation as needed or desired.*

d. *Assisting employers in arranging for educational servi , to up-grade or up-date skills of employees.*

e. *Assisting employers in identifying existing jobs which might be restructured to utilize entry-level skills of graduates.*

REFERENCES

MODULE 1:

Directories -

Missouri Directory of Manufacturers, 1966 edition. Missouri Division of Commerce and Industrial Development.

Directory of United States Employers. Simon and Schuster, New York. 1970.

Missouri Directory of Manufacturers and Mining Operations, 1969 edition. Missouri Division of Commerce and Industrial Development.

Directory of Employers. Midwest College Placement Association, 1973.

College Placement Annual. Published by College Placement Council, Inc. 1975.

Other materials on writing of applications, preparing resumes, etc. -

Strohmeyer, C. Todd. *How To Complete Job Application Forms*. National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009.

Dickhut, Harold W. and Marvel J. Davis. *Professional Resume/Job Search Guide*. Chicago. Management Counselors, Inc. 1975.

Angel, Juvenal Londono. *Why and How to Prepare an Effective Job Resume*. World Trade Academy Press, Regents Publishing Company. 1965.

Jacquish, Michael P. *Personal Resume Preparation*. Wiley, New York. 1968.

Gruber, Edward. *Resumes That Get Jobs*. ARCO Publishing Company, Inc., 219 Park AVenue South, New York, N.W. 10003.

The Job Game. Employment Training Corporation, 300 Central Park West, New York, N.Y. 10024.

Stone, Elna. *How To Get A Job*. Collier-Macmillan, Canada, LTD.

Audio-Visuals -

Applying For A Job. Slide-tape presentation from Singer series "Finding and Getting a Job." Society for Visual Education, Inc. Chicago, Illinois 60614.

Jobs and Interviews - Getting Started. World of Work Series. 15 minute color film from Visual Aids Service, University of Illinois, Champaign, Illinois.

Your Job - Applying For It. World of Work Series. 14 minute color film from Visual Aids Service, University of Illinois, Champaign, Illinois.

Audio-Visuals cont'd -

Looking For A Job, Part II. A slide-tape presentation. State Fair Community College Media Center, Sedalia, Missouri.

What Do We Look Like to Others. Sandler Institutional Films, Inc.

Your New Job. Sandler Institutional Films, Inc.

I Want to Work For Your Company. Sandler Institutional Films, Inc.

MODULE 2:

Audio-Visuals -

I Rather Like You, Mr. Bell. A 27 minute color film from Southwestern Bell, St. Louis, Missouri 63117.

Job Order. A cassette tape produced by the State Fair Community College Media Center, Sedalia, Missouri 65301.

Telephone Techniques, an Individualized Unit of Instruction, using casette tape and 35 mm slides, available from State Fair Community College Media Center, Sedalia, Missouri 65301.

Other materials -

Job Placement Primer. Indiana State Department of Public Instruction. 1975.

Job Placement Services, a Suggested Model for Implementation. Texas Education Agency, 201 East 11th Street, Austin, Texas 78701.